

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Kathleen Clark

Official School Name: Lake Cable Elementary School

School Mailing Address:
5335 Villa Padova Dr. NW
Canton, OH 44718-1253

County: Stark State School Code Number*: 019489

Telephone: (330) 494-8171 Fax: (330) 494-3040

Web site/URL: www.jackson.stark.k12.oh.us E-mail: kjc2jc@jackson.sparcc.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Ms. Cheryl Haschak

District Name: Jackson Local Tel: (330) 830-8000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ken Douglas

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 4 | Elementary schools |
| 1 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| | Other |
| 6 | TOTAL |
2. District Per Pupil Expenditure: 8623

Average State Per Pupil Expenditure: 9939

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural
4. 5 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	33	37	70	8			0
1	39	43	82	9			0
2	42	40	82	10			0
3	52	47	99	11			0
4	45	30	75	12			0
5	44	49	93	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							501

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
4 % Asian
2 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
90 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 4 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1.	504
(5)	Total transferred students in row (3) divided by total students in row (4).	0.038
(6)	Amount in row (5) multiplied by 100.	3.770

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 11

Number of languages represented: 8

Specify languages:

Spanish, Romanian, Korean, Telugu, Arabic, Vietnamese, Polish, Macedonian

9. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 75

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 40

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>10</u>	<u>0</u>
Total number	<u>39</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	98%	97%	97%	97%	95%
Teacher turnover rate	3%	13%	7%	4%	7%

Please provide all explanations below.

In the school year 2006/07 the district offered a buyout to the staff because of economic concerns. Many changes occurred as a result of this offer.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Lake Cable Elementary school serves 501 K-5 students within the Jackson Local Schools, Stark County Ohio. The building is surrounded by Lake Cable, a beautiful, serene lake. A beautiful park and district library are both within close proximity. The newly built YMCA partners with our school to provide programs and after school care.

Jackson Local Schools is a suburban district in northeastern Ohio with a school population of 5,584 students housed in one high school, one middle school and four elementaries. Until 20 years ago, this was a small, rural school district with most students from farm families. In the past 20 years, expansive residential developments have transformed this district into a larger, suburban district with a diverse clientele. Educating children from multi-cultural, bi-lingual families has become a major challenge at Lake Cable Elementary, as the international Timken Roller Bearing Company houses employees and families from foreign countries in Lake Cable properties. This student population has very different needs than previous generations. The building supports both ends of the economic spectrum. Academic intervention is needed for a large number of students, including subgroups described in NCLB while LEP children have other specific needs.

All four of Jackson's elementary schools have worked to construct a five year improvement plan. The framework is currently in the second year of implementation. Lake Cable Elementary has chosen to focus on two district goals, Identifying Interventions and Aligning Curriculum. Such goals focus on designing Skill groups for intervention in Reading (and Math) and differentiation of instruction.

The Jackson Local District and Lake Cable Elementary have a clear vision for the future. Our Vision is as follows: "Striving for Excellence, which means students achieving their highest potential, inspired by teachers who are making a difference, encouraged by parents who are providing support, and empowered to action by a community working together to ensure that every child realizes his/her dreams." This encompasses all aspects of our community. Equally, our mission of making our students our first priority is evident everywhere, from the administrators to classroom teachers, to support staff, to parent and community volunteers.

Pride in academics is paramount in our district. Lake Cable has received our State's top designation of Excellence for the past five years; beginning with the inception of the State Report Card. Last year 100% of our third graders passed the Reading Achievement Test in the spring!

Our staff is dedicated to our students. The building has 23 classroom teachers and a 22:1 student to teacher ratio. Our teachers collaborate in instruction and support activities, allowing all students to know every building teacher. All of the staff are highly-qualified by the state of Ohio and 66.8% have attained their Masters degrees. The staff believes that all students are every teacher's priority and work collectively to that end. We have opportunities to enhance both the academic and the social aspect of every child. We conduct school wide enrichment clusters every Friday in the spring wherein each teacher instructs a specialty class for various grade levels. Students choose from classes as diverse as Karate, to constructing buildings, to Disney drawing. Our district took the initiative to write and receive a national grant which promotes life wellness. We implement these activities daily which augment in yet another way our academic excellence. Our staff believes such activities emphasize student interest and choice, and contribute to the health and wholeness of the child.

Our parents are vested in the education of their children and are active in parent organizations and volunteerism. Fifteen parents are presently volunteering hours weekly in PROJECT MORE, tutoring students in reading. Many others are giving time to classrooms for math intervention and volunteering as lunchroom and clinic monitors.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Lake Cable is proud to be rated Excellent in the State of Ohio. Exemplary student achievement on state criterion-referenced assessments has rated Lake Cable among the top schools in Ohio. For the past 5 years, Lake Cable has administered The Ohio Achievement Test (OAT) in the spring. Students in grade 3 are assessed twice a year (fall and spring) in reading and once a year in math. Grade 4 students are assessed in reading, math and writing. Fifth grade students are assessed in reading, math, writing, science and social studies.

The OAT is aligned to Ohio's Academic Content Standards. Student results are broken down into five levels of proficiency and various subgroups. The five levels of are: Advanced, Accelerated, Proficient, Basic and Limited. The subgroups are: Economically Disadvantaged (ED), Students with Disabilities (SD), White, African American/Black, Hispanic, Asian/Pacific Islander, American Indian/Native Alaskan, Multiracial and Limited English Proficient (LEP). The staff at Lake Cable has committed itself to meeting the needs of all subgroups of students and this commitment is illustrated by our outstanding test scores over the last 5 years.

In 2007-2008, the following percentages depict the number of Lake Cable students at or above the proficient level set by the state with performance of each subgroup in parenthesis in comparison to the average performance at the state level. If a subgroup is not listed, there were not enough students tested to create a subgroup.

Lake Cable:

Grade 3 Reading - 100%, (ED - 100%, White - 100%)

Grade 3 Math - 97%, (ED - 100%, White - 97%)

Grade 4 Reading - 98%, (SD - 83%, White - 98%)

Grade 4 Math - 96%, (SD - 83%, White - 96%)

Grade 5 Reading - 96%, (ED - 91%, White - 97%)

Grade 5 Math - 94%, (ED - 82%, White - 95%)

State of Ohio:

Grade 3 Reading - 77%

Grade 3 Math - 79.3%

Grade 4 Reading - 81%

Grade 4 Math - 74%

Grade 5 Reading - 72%

Grade 5 Math - 61%

We are proud that more of our students perform at the accelerated and advanced levels than at any other level. This means that our students have mastered the state standards far above what was expected by the state.

The State of Ohio reports 10 indicators on its building report card. Over the last 5 years, Lake Cable has consistently met 10 out of 10 indicators. Another measure included on the building report card is the Performance Index Score (PIS). This score is used to measure a school's performance on a scale from 0-120. Each of the five levels of proficiency receive a number of points (Advanced - 1.2 pts. , Accelerated - 1.1 pts., Proficient - 1.0 pts., Basic - 0.6 pts. and Limited - 0.3 pts.). The percentage of students at each level is multiplied by the number of points and those points are added up. A school is considered high achieving if its PIS is 100 or above. For the past 5 years, Lake Cable's Performance Index Score has been 104.3 or better with

this year's score being 107.9.

2. Using Assessment Results:

Lake Cable Elementary uses a variety of assessment tools to evaluate individual student and school-wide performance on state standards. Such assessments include; the Ohio Achievement test, Terra Nova, developmental reading assessments (such as and not limited to DRA, DIBELS), state screeners (KRA-L), district common assessments, and student reports.

At the beginning of each school year, teachers in grades K-2 review developmental reading assessments, screening results, interim reports and progress reports from the previous year. Teachers in grades 2-5 analyze the results of the Ohio Achievement Test using released test items and an item analysis. The released test items allow teachers to see how questions are worded and the item analysis depicts how students answered each question. Armed with this powerful information, teachers have discussions about ways to improve instruction, revise assessments, and group students. Each grade level sets a continuous improvement goal that is measured eight times during the school year.

Teachers monitor student progress using the results of district common assessments. Individual student needs, whether it be enrichment, practice, or reteaching, are met through small group instruction (i.e. guided reading and skill grouping). Skills addressed in the small groups are determined by assessment data and student placement in groups is fluid based on need. Baseline data is collected prior to small group instruction and data is collected after instruction to measure growth. Additionally, data is used to help teachers differentiate instruction and determine if students qualify for intervention and enrichment programs.

Each year Lake Cable examines its data for two things. First, teachers want to know the trends in the data in order to make decisions about materials, programs, and units of study. Second, they are eager to identify students who are performing at or above proficient levels as well as those that fall below and far below expected levels in order to design interventions. Specific strategies and activities are identified to increase student performance on state standards in reading, math, and writing.

In pursuit of excellence, Lake Cable has both Title I and Reading Recovery programs for students in grades 1 and 2. A phonemic awareness program is in place for students in grades K-1. As a result of additional Title I funding, students in grade 3 are able to receive reading intervention. Skill grouping has been an initiative the teachers have been working to implement in order to support those students who do not receive outside services and also to provide enrichment to students who have mastered the various academic content standards.

3. Communicating Assessment Results:

The close partnership between Lake Cable Elementary and the community provides many opportunities for on-going and consistent communication about academic progress. Parents are kept informed in several ways. Parents receive two reports each nine weeks that describe their child's performance on the standards in each subject area. An interim report goes home half way through the nine weeks and a progress report is sent home at the end of the nine weeks. Each grade level has identified power standards in each subject area. Students receive an M, P, or N (met, progressing, or not yet met) for each standard. Students in grades 3-5 receive the traditional letter grade (A, B, C, etc.) in specific subjects in addition to the standards based reporting. Teachers formally conference with parents twice a year to discuss progress on academic standards, social growth, and the results from standardized and criterion referenced tests. Newsletters, phone calls, e-mails, and meetings are provided on a weekly basis. If at any point there needs to be further discussion, a meeting is arranged immediately, inviting necessary participants and support staff.

Lake Cable Elementary updates and maintains its portion of the district website daily. On the website, parents and students are two clicks away from school events, classroom web pages, library, lunchroom, and parent group information. Feel free to visit our website at <http://jackson.stark.k12.oh.us/LakeCable.dfm?subpage=314143>.

The Ohio Department of Education publishes an annual “School Report Card” which contains assessment results for Lake Cable Elementary. This report card details how our students performed on state indicators and shows how Lake Cable Elementary compares to other schools within our district and the state.

4. Sharing Success:

Lake Cable’s staff is proud of their professional relationships and excited to share its successes. The staff meets regularly to participate and share in ongoing professional development and collaboration. Professional development has shifted from presentation by experts to teacher collaboration in individual buildings and across the district.

Many of our experienced teachers mentor new teachers and assist them in passing the PRAXIS III assessment. A large number of long-time teachers have retired during the past five years. In spite of that, student achievement and staff expectations have maintained a very high level. This can be credited to the hard work and dedication of both experienced and new teachers.

Last year, 100% of our third graders passed the reading portion of the OAT. Due to that outstanding accomplishment, many neighboring schools contact us in order to set up a visit and observation. We are extremely proud of all of our successes, but acknowledge how much we have learned from other high performing schools. We are constantly seeking advice and information from our peers in our continued desire to increase student achievement.

The Polar Bear Pride, a community paper, highlights important school events and achievements and is distributed to the community six times a year with Lake Cable featured regularly.

Each year we host a Celebration of Patriotism. Veteran parents, grandparents, and friends partner with classrooms and participate together to learn about what patriotism means and thank those individuals for their contribution to our country. Over one hundred veterans are welcomed with a musical patriotic, flag-waving entrance to our celebration. They are then honored at a ceremony where the students are taught about traditions, battles, and conflicts that were waged against the US. All seem to be changed by the event and it brings generations closer. This allows us to communicate our performance in yet another way.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Lake Cable Elementary's curriculum meets the state of Ohio academic content standards while offering students a vast array of challenging learning activities and programming. In addition to professional development work for the past nine years to align and map core subjects to the Ohio Content standards, staff members have worked to develop a comprehensive literacy plan for the building. They also assisted in the development of supplemental reading intervention – both paid and volunteer - and worked to develop and implement a non-graded, standards-based reporting system. Structured district-wide grade level meetings and building common-planning meetings provide a vehicle for teachers to align consistent instructional practices with teachers in other district elementaries while maintaining a Lake Cable uniqueness.

Primary grade classes are self-contained with one classroom teacher handling most of the instruction. Fourth and fifth grade classes are team-taught by specialists in the different subject areas. Because of fluctuating numbers of students from year to year, teachers are frequently asked to loop subject areas through both upper grade levels. Most fourth and fifth grade students receive instruction from at least three different teachers.

Physical Education instruction and its impact on student achievement has become a major building focus these past two years, due in part to involvement in a federally funded Physical Education Program (PEP) grant. A Fitness for Life approach to physical education has the entire building involved in before school, lunch-time, and after school activities to promote student cardio-vascular and general health. Students are learning healthy-living strategies and monitoring personal fitness goals.

Science instruction is based on the philosophy that all students are equipped with the natural curiosity to be investigative scientists. At primary grades, science concepts are integrated through math and language arts lessons. At upper grades, Weekly Scientist Experiments connect standards-based content and experiments using the cyclical “I Wonder” circle or the traditional 6-Step Scientific Method approach. Lessons include inquiry-based demonstrations and models with time devoted to group, collaborative simulation/questioning sessions, and reflection/sharing. At third grade, take home units called “Science-to-Go”, extend classroom activities to include parent involvement for students who want more indepth study of prepared topics.

Social Studies content at each grade level follows the state scope and sequence. In each level, a great deal of instruction is managed through student-centered activities such as journaling, class debates, and role playing. These help students make a personal connection to the content. Technology integrated research projects are encouraged and supported with ample access to computers in the classrooms, labettes (small labs with 6 computers off of the classrooms), whole room labs in the building, and local libraries.

Study for performing arts is handled through a scheduled vocal music instructional period. All students are involved in a parent/community performance several times during the elementary grades. Students have the opportunity to participate in building level choral groups, a 4/5 special choir, instrumental programs, and a district-level honor's choir. Visual arts concepts are incorporated into other classroom instruction. Visual arts topics – such as oil painting, study of master artists, water colors techniques, American Indian Art and culture, and local art activities are part of the Spring Enrichment Clusters and annual building wide art extravaganza.

2a. (Elementary Schools) Reading:

The district language arts program is the Houghton-Mifflin Series. HM was selected because it correlates well with grade level standards, has appropriate reading levels, and provides auxiliary fiction and nonfiction

leveled books for intervention and enrichment. Reading/Language Arts instruction focuses on skill-based activities. Teachers use differentiation strategies and programs to help students work at their personal achievement levels. As a foundation, kindergarten, first and second grade teachers implement the Daily 5 program which encourages the students to become independent readers and writers. Teachers use *Earobics*, a computer-based phonemic awareness program, to improve phonics skills in developing readers. Lake Cable employs a part time classroom aide for this program. The development of learning centers – differentiated by content, product, and process - and skills grouping are two of Lake Cable's Continuous Improvement goals. At primary levels, Literature Circles –either teacher or volunteer directed - provide enrichment for students who have above-grade level reading aptitude. Primary Level At-risk students get extra skill development through a variety of district-designed programs. In addition to a Title I program and Reading Recovery support, a program called “Little Cubs,” taught by certified teachers gives targeted students 20 minutes of extra reading intervention daily. Using classroom data from DIBELS and DRA running records, students are continually assessed for progress and flexibly placed into reading skill groups. As a result of our extensive reading programs and efforts, 100% of our 3rd graders were proficient on the 2008 Ohio Achievement Test in Reading.

Upper grades' instruction is delivered using a multi-sensory approach. Students are expected to use an “owl” strategy – Observe/notice; What do you wonder?; Link to your own life. We incorporate a “whole –to- part-to- whole learning approach in which students use: KWL spectrum (what is *known*, what is *to be learned*, what is *already learned*), anticipation guides, picture walks, and make connections from writing/drawing. Students are periodically grouped according to skills to practice specific standards and content.

Intervention is provided to upper grade students through Project More and one-on-one tutoring using education students at a local college. A part-time reading tutor works with students who did not pass the Ohio Achievement Test using Soar to Success, a researched based reading program.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

The building and district mathematics program, adopted three years ago, is Every Day Mathematics. Every Day Mathematics, a nationally standard-based program, is designed to spiral grade-level concepts vertically through the K-6 grades while teaching concepts in a cyclical pattern. Mathematic skills are introduced, taught for mastery, and continually reviewed and built-upon over the course of many years' time. Instruction is delivered first through exposure, then direct instruction through guided practice, and is built upon understanding over time. Content is taught in a repeated fashion using concrete experiences then slowly moves to abstract experiences. Topics, concepts, and skills are revisited continually. Students are kept engaged through use of manipulatives as well as through a combination of individual, partner, and group work. Included in the curriculum is a series of “games” to reinforce previously introduced and learned skills.

Jackson Local School District hosts a countywide tournament in the spring to celebrate the math-centered activities and concepts learned throughout the year. Students compete on teams in different areas such as problem-solving and computation. The atmosphere is one of teamwork and fun.

Improvement in mathematics skills is the building's number two priority (behind reading). Thus, the fact that this program includes a very extensive parent involvement component is very powerful. Parents are provided with letters to provide additional related activities and share real-world expertise. The Everyday Math program is also embedded with two very important goals which support the Lake Cable mission: to raise expectations of the amount and range of mathematics that students can learn and to support the children with the materials and skills necessary to meet our higher expectations.

4. Instructional Methods:

A variety of instructional methods are used for each of the content areas at Lake Cable Elementary. Most teachers follow a progression from whole-group (at Kindergarten we start with “book walks”) to teacher-dependent instruction, followed by smaller, cooperative group learning. Teachers are encouraged to use student interest surveys, learning style profiles, and personality profiles to help plan to individualize instruction and expectations for all students. Upper level instruction is delivered using a multi-sensory approach.

Because implementing skill grouping is a building improvement goal, the teachers meet weekly to design instruction for comprehension skills. Instruction is modified daily and periodic common assessments are administered to monitor student progress. General intervention for all students is provided according to recommended building strategies. Advanced readers in 5th grade are provided opportunities to work with the gifted intervention specialist on interest-based projects. Title I, Reading Recovery, and the Little Cubs reading program are major components of an on-going intervention plan for below-level readers.

A comprehensive plan is in place through the Jackson Special Education department to provide inclusion support for identified students and, when necessary, self-contained classroom instruction in English and mathematics.

With eight language groups (Spanish, Romanian, Korean, Telugu, Arabic, Vietnamese, Polish, Macedonian) in addition to English being represented at Lake Cable Elementary, we do have a part-time Limited English Proficiency teacher on staff to help these individual students attain English proficiency and help them to adapt to cultural differences and changes.

5. Professional Development:

The district and Lake Cable have been actively involved over the past nine years with developing an understanding and usage of differentiation strategies in the regular classroom. Lake Cable staff attempts to make decisions based on the best available data about student achievement results and the resulting needs for improvement.

The district has a structured program of staff development. Central Office administrators head an Elementary Curriculum Council which determines (based on our continuous improvement program goals and data) how the state-granted Waiver Days, in-service days, grade-level meeting days, and in-building common planning sessions are used to help meet the selected building improvement goals. Because work embedded inservice has the most positive impact on student achievement, any in-service time is thoughtfully planned for effectiveness. All of the release and in-service days are carefully scheduled for the most impact. The professional development runs the gamut from sessions provided by professional presenters, to teacher-led sharing on technology tools, to principal-led sessions at staff meetings.

Additionally, college credit-bearing classes taught by administrators and/or specialists are offered throughout the school year and during summer breaks. The focus of these classes the past three years has been instructional technology, content literacy, and how to differentiate content in the classroom for all students.

Professional development is content aligned in that it targets activities which support the teaching of the aligned curriculum. Ongoing training in the use of technology as both an interpretive and instructional tool has been a building and district focus.

6. School Leadership:

As the only administrator and principal of Lake Cable Elementary, Kathleen Clark sets the tone for the staff to be a community of learners; teachers who freely exchange information and ideas. Kathy is the facilitator of staff and student learning – the leader of a true learning community. Supported by Central Office administration, Kathy has been able to creatively design a protocol that promotes high standards of student achievement. She is a leader and mentor to the teachers in her building and is respected by staff, students, and parents. It is up to her to ensure that policies, programs, relationships, and resources focus on improving student achievement. She oversees the building's continuous improvement plan where data is collected, graphed, and studied to determine an increase in student learning.

Teachers are empowered/equipped with a variety of resources—curriculum alignment meetings and social activities to foster positive relationships between staff, and students. She takes her role seriously to impart direction through meetings, facilitates a secure atmosphere for students, and encourages a supportive role for teacher and parent organizations. The principal is visible and known by all students. She is knowledgeable of new programs and oversees the development and progress of them in the building. She allows for ideas and suggestions which support actions by instructional staff to hone student achievement.

Teachers participate in a number of district committees such as Elementary Curriculum Council, Science Professional Learning Community, and an Assessment Committee. Specific grade level and/or subject area teams meet regularly and this year includes grade 4/5 accelerated math and grade 5 enrichment language arts.

The Elementary Curriculum Council meets twice a year. This team consists of grade level representatives from each building, intervention specialists, each building principal, the director of special education and the curriculum coordinator. The council developed a 5-year plan which includes four goal areas: Identifying Interventions, Aligning Curriculum, Assessment and Grading, and Planning for Instruction. Committees, grade level teams, or subject area teams are created based on the needs set forth on the 5-year plan.

The Science Professional Learning Community (PLC) is made up of lead science teachers in grades 3, 4 and 5. This PLC is mapping curriculum, developing assessments, and adopting new materials. Once the curriculum mapping is complete, the group will begin to vertically team and eventually share the completed units with the entire grade level.

The Assessment Committee meets to revise district common assessments and interim and progress reports. The committee has been studying mastery learning and helping to implement best practices in assessment. The district diagnostic testing schedule and electronic gradebook will be future topics of study and discussion for this committee.

This year's math and language arts teams meet to develop a common scope and sequence, assessments and enrichment activities. These teams are being trained in various differentiation strategies and are given time to develop materials related to the strategies. The social, emotional, and academic needs of gifted and talented students are also being studied.

PART VI - PRIVATE SCHOOL ADDENDUM

This section is for private schools only

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement

Edition/Publication Year: Published Annually Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	May	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	97	95	95	98	
Accel and Advanced	62	75	69	54	
Number of students tested	74	84	102	63	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100		91		
Accel and Advanced	40		64		
Number of students tested	10		11		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Students were not assessed in the 2003/04 year.

Subject: Reading

Grade: 3

Test: Ohio Achievement

Edition/Publication Year: Annually produced

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Advanced	100	93	95	95	97
Accel and Advanced	69	73	76	73	71
Number of students tested	74	84	102	63	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100		91		
% Advanced	50		73		
Number of students tested	10		11		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Free and Reduced Lunch/Socio-Economic Disadvantaged subgroup existed only the years 2007/08 and 2005/06. This was the only subgroup applicable.

Subject: Mathematics

Grade: 4

Test: Ohio Achievement

Edition/Publication Year: Published Annually

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	May	Mar	Mar	Mar
SCHOOL SCORES					
Advanced	96	89	96	95	94
Accel and Advanced	52	59	61	49	55
Number of students tested	89	107	82	60	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	83				
Accelerated and Advanced	25				
Number of students tested	12				
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In years 2003/04 and 2004/05 the Ohio Proficiency Test was administered. (Publisher-Ohio Department of Education; published annually.)

Subject: Reading

Grade: 4

Test: Ohio Achievement

Edition/Publication Year: Published Annually

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	May	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	96	90	98	93
Accel and Advanced	55	65	32	64	19
Number of students tested	89	107	82	59	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	83				
Accelerated and Advanced	25				
Number of students tested	12				
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In 2003/04 students were assessed with the *Ohio Proficiency Test*. (Publisher was Ohio Department of Education; published annually.)

Subject: Mathematics

Grade: 5 Test: Ohio Achievement

Edition/Publication Year: Published Annually

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	May	Mar		
SCHOOL SCORES					
% Proficient plus % Advanced	94	80	97		
Accel and Advanced	72	51	78		
Number of students tested	106	88	73		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	82				
Accel and Advanced	55				
Number of students tested	11				
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In years 2003/04 and 2004/05 there were state tests administered in the area of mathematics.

Subject: Reading Grade: 5 Test: Ohio Achievement
Edition/Publication Year: Published Annually Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	May	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	97	95	98	94	
% Advanced	49	40	72	31	
Number of students tested	106	88	73	84	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	91				
Accel and Advanced	36				
Number of students tested	11				
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Students were not assessed in the year 2003/04.

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